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ABSTRACT

The implementation of the Dallas (Texas) Public Schools 1995-96 Title I PK-2 reading and language arts portfolio entailed monitoring and data collection to determine the student outcomes and the technical quality of the instrument. A total of 2,001 portfolios were reviewed for prekindergarten through grade 2. The components were generally in place in the 71 schools monitored. Although improvement was noted between the fall and winter, the percentage of portfolios with student ratings and links to instructional goals was still low (65%) at the time of monitoring. Teachers made an effort to diversify the types of work samples they used to assess their students' performance. Mean instructional goal ratings for the fall (1.57), winter (2.02), and spring (2.51) rating periods indicated that students made consistent progress toward grade-level performance. Approximately 45% of the Title I students mastered the portfolio. Reliability and validity of the instrument were problematic. Validity was undetermined in part due to implementation differences at individual schools. An appendix contains student summaries by grade level. (Contains one figure, seven tables, and five references.) (Author/SLD)

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The Development of a Title I Portfolio Assessment for the Primary Grades

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ABSTRACT

The implementation of the Dallas Public Schools 1995-96 Title I PK-2 reading and language arts portfolio entailed monitoring and data collection to determine the student outcomes and the technical quality of the instrument. The components of the portfolio were generally in place in the 71 schools monitored. Although improvement was noted between the fall and winter, the percent of portfolios with student ratings and links to instructional goals was still low (65%) at the time of monitoring. Teachers made an effort to diversify the types of work samples they used to assess their students' performance. Mean instructional goal ratings for the fall (1.57), winter (2.02), and spring (2.51) rating periods indicated that students made consistent progress toward grade-level performance. Approximately 45% of the Title I students mastered the portfolio. Reliability and validity of the instrument were problematic. Validity was undermined in part due to implementation differences at individual schools.

The Development of a Title I Portfolio Assessment
for the Primary Grades

Arter and Spandel (1992) define portfolios as purposeful collections of student work that tells the story of students' efforts, progress, or achievement in a given area. The authors emphasize that assessment is a continuous process that "should capture a rich array of what students can do, should involve realistic contexts, communicate to students and others what is valued, portray the processes by which work is accomplished, and be integrated with instruction" (p. 36). The portfolio process includes student participation in selecting the contents, the guidelines for selection, criteria for judging merit, and evidence of student self-reflection (Arter & Spandel, 1992). Both students and teachers select numerous samples of the drafts and final versions of the student's work for inclusion in the portfolio. Portfolios may be defined more specifically as "portfolio assessment." According to Herman, Aschbacher, and Winters (1992), "Portfolios are collections of student work that are reviewed against criteria in order to judge an individual student or a program" (p. 72). For a portfolio to be considered an "assessment," (a) the assessment purpose is defined; (b) criteria are established for determining what is put into the portfolio, by whom, and when; and (c) criteria are established for assessing the collection or pieces of work (Herman, Aschbacher, & Winters, 1992).

A reading and language arts portfolio is a collection of student work samples used in the assessment of reading and writing skills. Work samples (e.g., writing samples, story retellings, tape-recorded readings, etc.) not only provide evidence of students' skills at a particular point in time but also document students' progress or development over time. Research evidence on the use of portfolio assessment comes primarily from writing and mathematics portfolios used for students in the upper elementary grade levels and higher. It is a challenge to involve very young children in the portfolio process. The teacher must interact with young children and model the self-reflection and self-evaluation inherent in the portfolio process. One way to involve young children is to allow them to keep their own "working folder." The working folder will include samples of their work on a daily or weekly basis. Periodically, the student and teacher sort through the samples, make selections for the "portfolio assessment," and decide future goals for themselves with teacher guidance. Thus, the foundation is laid in the early years for increasing student self-reliance and independence in subsequent grades.

All in all, portfolio assessment consists of an alternative form of assessment whereby teachers can observe students' ongoing progress, make multiple observations, and participate actively in the assessment process by deciding how they should achieve instructional goals and by deciding what assessment tasks to utilize for each particular observation. Assessment is embedded within authentic instruction and tasks sample a broad range of students' work. Students are an integral part of the assessment process, and are encouraged to be reflective and to take self-responsibility for learning.

History of the Chapter 1/Title I Portfolio Assessment in Dallas Public Schools

The Chapter 1 program, now Title I, has undergone changes throughout the years. One important modification, initiated by the Texas Education Agency (TEA) in 1992-93, was the movement toward utilizing alternative outcome measures, in lieu of Normal Curve Equivalent (NCE) gain scores on standardized, norm-referenced tests, for assessing the performance of Chapter 1 programs. Because the TEA allowed the use of alternative assessments, the Dallas Public Schools began developing its first assessment portfolio in 1992-93. The district is currently in the fifth year of using portfolios as a means to evaluate the Chapter 1/Title I program in the primary grades. A four-year summary of portfolio assessment in the Dallas Public Schools is provided in Table 1.

Table 1

History of the Implementation of Portfolios
in the Dallas Public Schools

Year	Program	Schools N	Schools %	Grades	Scoring Procedures	Portfolio Mastery[c] N	Portfolio Mastery[c] %
Year 1: 1992-93	Chapter 1[a]	99	100	K-3	EE Checklist	9,889	65
Year 2: 1993-94	Chapter 1[a]	98	100	K-3	EE Checklist	9,829	71
Year 3: 1994-95	Chapter 1[a]	101	100	K-2	Student Summary Scoring rubrics	3,666	31
Year 4: 1995-96	Title I[b]	71	62	PK-2	Student Summary Scoring rubrics	9,471	45

[a]Students scoring below the national 40th percentile on standardized tests were served in Chapter 1.

[b]All students were served in Title I schoolwide programs. Portfolio implementation was optional.

[c]Number and percent of students mastering the portfolio elements. Different scoring procedures were used to determine students' achieving "mastery."

First Year: 1992-93. In the 1992-93 TEA Standard Application System document submitted for 99 Dallas schools, one measure, for Grades K-3, required 40% of the Chapter 1 students to master the Essential Elements as measured by an assessment portfolio including samples of student work and a grade-level checklist. A cadre of teachers collaborated with the Chapter 1 instructional specialists to develop the Essential Element checklist, to define mastery, and to determine portfolio contents. Mastery of the grade-level elements was defined as a response of either "most of the time" or "some of the time." A response of "not yet" placed the student in the non-mastery category. Approximately 65% of the Chapter 1 students in the District achieved mastery. Third-grade students' May portfolio mastery rates were compared with their September *Texas Assessment of Academic Skills* (*TAAS*) outcomes to explore concurrent validity. For portfolio assessment, 43% of the students mastered the Essential Elements "most of

the time." In contrast, 4% of third graders tested with *TAAS* met minimum expectations and only 1% mastered all objectives (Boykin, Yang, & Benoit, 1993).

Second Year: 1993-94. For the 1993-94 school year, the district goal was for 48% of the Grades K-3 Chapter 1 students to demonstrate mastery of the Essential Elements through portfolios composed of a minimum of six student work samples and the same grade-level Essential Element checklists used the previous year. In April, teachers judged students' Essential Element mastery as "most of the time," "some of the time," and "not yet." The three categories were converted into a scale in which "not yet" = 0, "some of the time" = 7, and "most of the time" = 10. Mastery was achieved if the student's overall score was equal to or above 70% of the highest possible score. Final results indicated that 71% of the Chapter 1 students in the district achieved mastery. To examine concurrent validity, crosstabulations were made between *TAAS* reading comprehension mastery status and teacher portfolio ratings of Grade 3 English proficient students' use of comprehension strategies. Results indicated that 1,568 Chapter 1 students did not master the *TAAS* reading comprehension subtest (i.e., these students were rated as non-mastery). Nevertheless, portfolio ratings showed that 36% of these non-mastery students were rated as mastery - "most of the time," 53% were rated as mastery - "some of the time," and only 11% were rated as non-mastery - "not yet" (Sheehan, Yang, Shapley, Johnson, Thapa, 1994).

Third Year: 1994-95. For the 1994-95 school year, portfolios were selected as an academic indicator of Grades K-2 students' performance in reading and language arts. The importance placed on portfolio assessment as an academic indicator led to a revision initiative concentrating on making portfolio assessment a more valid, reliable, and equitable assessment. Chapter 1 instructional specialists and evaluation staff members collaborated to create a portfolio assessment. Instructional goals and performance criteria, based on the Essential Elements, identified and defined the key student outcomes; scoring rubrics were created to guide teachers in rating students on each instructional goal at four rating levels; a student summary provided an ongoing record of the student's progress at specified time points; and guidelines set minimum expectations for the types and number of work samples to be included in the portfolios.

Overall "mastery" scores were computed to determine whether or not students mastered approximately 70% of the instructional goals, that is, scored at least a 3-Proficient in the spring rating period. Approximately 31% of Chapter 1 students mastered the portfolio districtwide. The low mastery level indicated that teachers made an effort to rate their students' performance accurately relative to grade-level standards. Nevertheless, low correlations between portfolio ratings and closely related *Iowa Test of Basic Skills (ITBS)* subtest scores established no convergent evidence of validity. Divergent evidence was lacking because portfolio goal ratings and mastery status correlated as strongly with *ITBS* mathematics subtest scores as they did with reading and language subtests. Correlation coefficients between portfolio goals and *ITBS* subtest scores ranged from .12 to .44. However, for some grade levels within schools, there was a strong relationship between the students' portfolio mastery and their performance on the

ITBS. This suggested there was variation within and across schools in teachers' understanding of the portfolio rating process (Shapley & Pinto, 1995).

Purpose of the Present Study

The current national and state educational vision promotes "challenging standards for all students." In particular, the Title I legislation urges the use of alternative assessment measures to assure that all students meet performance standards. The Dallas Public Schools elected to further develop and implement portfolios to provide an assessment that was closely aligned with the state content standards. In Texas, the *TAAS* assesses older students' progress; however, state-developed measures are not available for younger children. Portfolio assessment was included in the Dallas Public Schools' Title I LEA plan as an *Optional Student Assessment* for students in Grades PK-2. The standards-based reading and language arts portfolio assessment was refined and further developed for prekindergarten students. The portfolio was available as a resource for schools that needed assistance in implementing an alternative assessment measure. The main purposes of the present study were (a) to examine the nature and degree of portfolio implementation in Title I schools, (b) to identify student outcomes as measured by the portfolio assessment, and (c) to explore the criterion-related validity of the portfolio scores.

Components of the Revised 1995-96 Portfolio Assessment

The Title I reading/language arts portfolio assessment included four components: (a) the instructional goals and performance criteria, (b) the scoring rubrics, (c) the student summary, and (d) the contents of the portfolio.

Instructional goals and performance criteria. The instructional goals defined the key student outcomes that were assessed. Title I instructional goals were outlined for portfolio assessment at each grade level (Prekindergarten, Kindergarten, Grade 1, and Grade 2). The instructional goals were based on the Essential Elements, but they targeted Grade 3 *TAAS* objectives. A set of student performance criteria further defined each goal. The performance criteria identified what teachers did instructionally to enable students to progress toward the instructional goals and guided teachers in selecting the types of assessments or work samples that provided evidence of students' progress.

Scoring rubrics. The scoring rubrics identified the instructional goals, designated a scale of possible points ranging from the lowest to highest score, and described key traits of performance that created a holistic image exemplifying students' performance across the scoring scale. The scoring rubric was holistic in that a score was given based on an overall judgment of the student's prevalent traits of performance for each instructional goal. The scoring rubric levels included: 1-Emerging (minimal level of student performance), 2-Developing (evolving level of student performance, although the results may not always be consistent and may involve teacher support), 3-Proficient (the standard

expected for all students to achieve), and 4-Distinguished (outstanding or superior student performance).

Student summary. The student summary provided an ongoing record of each student's growth and progress toward achieving "proficiency" — the grade level standard. In addition, the summary revealed what evidence was included in the portfolio at specified time points during the year. (See Appendix A for examples of student summary forms.) The school year was divided into three assessment periods (fall, winter, and spring). The teacher made two types of ratings on the student summary during each period: (a) check marks, corresponding to the quality of student work samples, were recorded beside the performance criterion for which student work samples were included in the portfolio and (b) instructional goal ratings were judged at the end of each period. In May, teachers compiled information on individual student scantron forms and submitted the results to Title I evaluation for analysis.

The contents of the portfolio. Although the number of items placed in the portfolio varied, the following guidelines set minimum expectations: (a) each portfolio must contain a minimum of 12 student work samples, a minimum of 4 work samples each for the fall, winter, and spring assessment periods; (b) the number of items included in the portfolio was adequate when the student's performance level on the performance criteria has been documented; and (c) one student work sample could relate to multiple performance criteria. Teachers were encouraged to include assessments or work samples that provided children with meaningful, contextualized learning events and to include items from a variety of media (e.g., writings, story retellings, diagnostic assessments, etc.). The *Title I Reading/Language Arts Portfolio Assessment Supplement* provided examples of appropriate student work samples.

Method

Three major sources of data were collected: monitoring data on portfolio implementation, portfolio assessment instructional goal ratings for the fall, winter, and spring rating periods, and students' *ITBS* and *Spanish Assessment of Basic Skills (SABE)* scores were used to determine the concurrent validity of portfolio scores for individual schools.

Portfolio Monitoring

Using the Title I portfolio as a form of alternative assessment was a school-based decision in 1995-96. Portfolios were implemented in 71 of 118 Title I PK-3 schools (62%). Implementing schools were visited for student portfolio monitoring between February and March of 1996 to ascertain whether schools were implementing assessment portfolios according to the guidelines in the *1995-96 Title I Reading/Language Arts Portfolio Assessment Teacher's Manual* and to provide feedback and assistance where needed so that teachers could make midcourse adjustments. Evaluation specialists and hired personnel (four retired teachers) composed the monitoring team. Class sections from each

grade level were randomly selected in each Title I school, and approximately 25% of the portfolios in each section were reviewed. This sampling procedure yielded a sample of approximately 8% of all Prekindergarten (PK), Kindergarten (K), and Grades 1 and 2 students enrolled. Monitors focused on the implementation of the portfolio, including *procedural* information, *work sample* information, and the *contents* of the portfolio.

Student Outcomes as Measured by Portfolio Assessment

Two aspects of the portfolio data were analyzed: instructional goal scores and mastery of the portfolio. A student achieved the standard level of performance on a particular *instructional goal* when scoring 3 (Proficient) or 4 (Distinguished) on that goal. Descriptive statistics were employed to determine the number and percent of students scoring at each developmental level and the mean scores for individual instructional goals by rating period. Overall *mastery* scores were computed to determine whether or not students mastered the portfolio assessment instructional goals in the spring. Mastery was calculated as the ratio of the instructional goals that the student met to the total number of instructional goals (i.e., 2/3, 3/4, 4/6). Thus, mastery represented a minimum expectation that students meet approximately 70% of the instructional goals.

Prekindergarten and kindergarten students were assessed on four goals; therefore, students achieved mastery if they met at least 3/4 goals. First- and second-grade students were assessed on six goals; thus, students mastered the portfolio if they met at least 4/6 goals. However, some students had less than the optimal number of goals because of missing data. Portfolio data were missing because two goals were inadvertently omitted from the Grades 1 and 2 rating forms, and teachers had to write in the goals and ratings on the forms. Some teachers failed to write in the missing goals. Additionally, some teachers failed to document and report ratings for all instructional goals. To address the missing data issue, guidelines were established to define portfolio mastery when goals were missing. When at least three goals were documented for Grades PK-K, students achieved mastery if they met at least 2/3 goals. When at least four or five goals were documented for Grades 1 and 2, students achieved mastery if they met at least 3/4 or 4/5 goals. Portfolios were designated as "non-mastery" when the number of documented goals failed to meet the designated standards.

Criterion-related Validity of Portfolio Scores

Criterion-related validity is the extent to which scores on an assessment are related to some criterion performance, or outcome. To establish criterion-related validity, patterns of relationship between student portfolio assessment scores and other indicators of student performance were examined. The validity of the Title I portfolio assessment scores was investigated by determining the relationship between students' overall portfolio mastery status and relevant scores on the *ITBS* and *SABE* subtests. Point-biserial correlation coefficients (r_{Pb}) were calculated for students' mastery status (1 = mastery, 0 = non-mastery) and appropriate grade-level *ITBS/SABE* reading, language, and mathematics raw scores.

Results

Portfolio Implementation

Procedural information. Implementation results are summarized in Table 2. A total of 2,001 portfolios were reviewed (200 in Prekindergarten, 595 in Kindergarten, 595 in Grade 1, and 611 in Grade 2). Overall, 93% of the portfolios reviewed contained student summaries (95% in Prekindergarten, 93% in Kindergarten, 93% in Grade 1, and 91% in Grade 2). Teachers used interim checks and rated the portfolios inconsistently. Districtwide, 64% of the portfolios reviewed had interim checks in the fall and 82% had interim checks in the winter. Teachers rated 52% of the portfolios in the fall and 65% of the portfolios in the winter. Although there was an improvement between the fall and winter in the number of portfolios rated, the low percentage of portfolios rated pointed to a misunderstanding in the rating procedure.

Table 2

Number of Portfolios Reviewed and Number and Percent of Portfolios with Student Summaries, Interim Checks, and Ratings for the Fall and Winter Rating Periods by Grade Level

	Portfolios Reviewed	Student Summaries		Interim Checks				Ratings			
				Fall		Winter		Fall		Winter	
Grade	N	N	%	N	%	N	%	N	%	N	%
PK	200	189	95	109	55	179	90	94	47	149	75
K	595	553	93	434	73	492	83	354	59	386	65
1	595	555	93	356	60	489	82	288	48	389	65
2	611	556	91	390	64	487	80	311	51	379	62
Total	2,001	1,853	93	1,289	64	1,647	82	1,047	52	1,303	65

Work sample information. Of all portfolios reviewed in the district, 88% contained at least the required number of student work samples. An inadequate number of work samples (22% of portfolios in Prekindergarten, 11% in Kindergarten, 12% in Grade 1, and 9% in Grade 2) was often explained by a late start in the school year. Work samples were dated and linked inconsistently. Work samples were all linked in 41% of the portfolios Districtwide (43% in the Prekindergarten, 42% in the Kindergarten, 39% in the Grade 1, and 40% in the Grade 2 portfolios). None of the work samples were linked in 23% of the portfolios (25% in Prekindergarten, 21% in Kindergarten, 23% in Grade 1, and 24% in Grade 2). Incomplete documentation made it difficult to assess student performance accurately. This inconsistency in dating and linking work samples indicated that there was a misunderstanding of the overall process of portfolio assessment. Teacher comments were used infrequently. Districtwide, 42% of the portfolios had no teacher comments on any of the work samples. Although teacher comments were not required, the additional information increases accuracy in assessing the student's performance on a task.

Contents of the portfolio. Overall, a good variety of work samples were included in the portfolios. The number and percentage of the types of work samples included in portfolios by grade level are presented in Table 3. The types of work samples were organized into five broad categories: (a) student-generated work samples, (b) diagnostic/evaluative assessments, (c) student art-related work samples, (d) affective measures, and (e) "other" work samples. Although these categories are not mutually exclusive or exhaustive, they were used to facilitate the interpretation of results.

Student-generated work samples were prevalent in all grade levels. For example, dictated stories were often found Prekindergarten (64%) and Kindergarten (56%), word/sentence writing samples were frequently found in Grade 1 (77%) and Grade 2 (79%), and Grades 1 and 2 also included a large number of creative writing work samples (36% of the Grade 1 and 63% of the Grade 2 portfolios reviewed). Diagnostic/evaluative assessments included measures such as anecdotal records, alphabet knowledge, high-frequency vocabulary, letter/sound correspondence, and draw a man/self portrait.

The most common form of student art-related work samples were story illustrations. Unrelated artwork and coloring were more frequently found in Prekindergarten and Kindergarten portfolios. Affective measures were found infrequently in all grade levels. For example, reading response work samples were found in 10% of Grades 1 and 2 portfolios. Although the inclusion of worksheets was discouraged, worksheets were found in 30% of the Prekindergarten, 36% of the Kindergarten, 41% of the Grade 1, and 39% of the Grade 2 portfolios.

Table 3

Number and Percentage of the Types of Work Samples Included in the Portfolios by Grade Level

Contents of the Portfolio	PK		K		1		2	
	N	%	N	%	N	%	N	%
Student-Generated Work Samples								
Creative writing	12	6	57	10	214	36	384	63
Journal entries	17	9	80	13	53	9	64	10
Reading logs	4	2	21	4	66	11	79	13
Word/sentence copying	37	19	317	53	353	59	210	34
Word/sentence writing	60	30	280	47	459	77	483	79
Letters	3	2	13	2	46	8	85	14
Reading graph	2	1	0	0	4	1	4	1
Dictated story	123	62	335	56	72	12	27	4
Student book	36	18	89	15	79	13	71	12
Sequence of events	32	16	144	24	123	21	159	26
Poetry	0	0	0	0	8	1	20	3
Book reports	0	0	20	3	7	1	44	7
Story retelling	24	12	149	25	113	19	166	27
Cloze	0	0	5	1	9	2	26	4
Oral work (on audio tapes)	20	10	34	6	64	11	73	12
Total	370		1,544		1,670		1,895	
Diagnostic/Evaluative Assessments								
Anecdotal records	37	19	60	10	42	7	37	6
Running records	0	0	11	2	75	13	65	11
Computer printouts	14	7	16	3	36	6	47	8
Informal Reading Inventories	0	0	0	0	0	0	0	0
Diagnostic survey	26	13	94	16	53	9	14	2
Reading Placement Inventory	0	0	1	0	3	1	7	1
Alphabet Knowledge	36	18	267	45	91	15	28	5
Word families	0	0	0	0	1	0	2	0
Reading Assessment	0	0	6	1	28	5	38	6
Listening Assessment	21	11	65	11	32	5	7	1
Basal (end of unit test)	0	0	8	1	74	12	74	12
High-frequency vocabulary	1	1	91	15	162	27	111	18
Sucher-Allred	0	0	0	0	1	0	31	5
Reading Readiness/ Literacy Assessment	3	2	23	4	20	3	0	0
Reading profile	3	2	31	5	29	5	30	5
Reading Assessment Matrix	0	0	4	1	4	1	13	2
Letter/sound correspondence	105	53	458	77	317	53	260	43
Draw a man/self portrait	74	37	115	19	38	6	24	4
Total	320		1,250		1,006		788	

Continued

Table 3 (Continued)

Contents of the Portfolio	PK N	PK %	K N	K %	1 N	1 %	2 N	2 %
Student Art-Related Work Samples								
Story Illustrations	118	59	380	64	363	61	348	57
Comic strips	0	0	0	0	0	0	0	0
Story maps	0	0	6	1	24	4	102	17
Graphic organizers	0	0	19	3	31	5	76	12
Unrelated artwork	32	16	74	12	34	6	33	5
Coloring	54	27	81	14	48	8	21	3
Total	204		560		500		580	
Affective Measures								
Attitude surveys	0	0	7	1	43	7	40	7
Interest inventories	0	0	7	1	1	0	27	4
Teacher interviews	6	3	8	1	11	2	22	4
Checklists (affective)	8	4	36	6	17	3	18	3
Ownership of Literacy	0	0	13	2	28	5	37	6
Reading response	5	3	27	5	58	10	59	10
Total	19		98		158		203	
Other Work Samples								
Worksheets	59	30	212	36	242	41	238	39
Other subjects	12	6	97	16	126	21	186	30
Checklists (academic)	14	7	50	8	11	2	20	3
Teacher conference	0	0	4	1	0	0	10	2
Spelling test	0	0	7	1	110	18	105	17
Alphabet/number writing	89	45	348	58	102	17	28	5
Other	114	57	291	49	246	41	231	38
Total	199		654		625		685	

Note. Percentages for individual types of work samples are based on the number of portfolios reviewed at each grade level (PK, N = 200; K, N = 595; Grade 1, N = 595; Grade 2, N = 611). For example, 6% of the Prekindergarten, 10% of the Kindergarten, 36% of the Grade 1, and 63% of the Grade 2 portfolios contained creative writing.

Student Outcomes as Measured by Portfolio Assessment

Meeting individual instructional goals. In 1995-96, portfolios were implemented in 71 (62%) of the Title I schools serving Grades PK-2 students. Only students in the schools, grades, and sections implementing portfolios were included in the analysis. Title I students' mean instructional goal ratings are displayed in Table 4 by rating period, goal, and grade level. Title I students made gradual progress toward grade-level performance throughout the school year; nevertheless, many students failed to achieve proficiency. The district mean for the fall (1.57) showed Title I students performing initially at the Emerging (1) to Developing (2) level. The overall mean (2.02) increased by the winter rating period. Students typically had reached the Developing (2) level. The final district mean for the spring (2.51) indicated that, on the average, students surpassed the Developing (2) level, but many failed to reach Proficient (3).

Table 4

Title I Students' Mean Portfolio Instructional Goal Ratings
by Rating Period, Goal, and Grade Level

Instructional Goal	Fall			Winter			Spring		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Prekindergarten									
A. Vocab./comprehension	958	1.45	.67	1,957	1.89	.80	2,083	2.48	.91
B. Print conventions	968	1.39	.62	1,951	1.87	.85	2,067	2.45	.95
C. Write about experiences	939	1.41	.68	1,856	1.86	.81	2,053	2.40	.95
D. Ownership of literacy	930	1.48	.71	1,883	1.96	.81	2,015	2.53	.93
Average Prekindergarten	987	1.44	.61	1,964	1.90	.77	2,094	2.47	.88
Kindergarten									
A. Vocab./comprehension	4,024	1.43	.66	6,042	1.96	.81	6,471	2.52	.93
B. Print conventions	4,120	1.43	.67	6,112	1.99	.82	6,474	2.56	.95
C. Write about experiences	4,072	1.40	.64	6,084	1.92	.81	6,426	2.46	.95
D. Ownership of literacy	3,760	1.48	.72	5,740	2.05	.84	6,240	2.61	.95
Average Kindergarten	4,205	1.45	.64	6,178	1.98	.77	6,558	2.54	.89
Grade 1									
A. Listening and speaking	3,667	1.56	.75	5,644	2.06	.85	6,073	2.54	.94
B. Vocabulary strategies	3,722	1.54	.73	5,672	2.03	.87	6,039	2.49	.97
C. Comprehension strategies	3,661	1.53	.73	5,613	2.04	.86	6,040	2.48	.97
D. Study strategies	3,520	1.53	.75	5,457	2.03	.88	5,880	2.48	.97
E. Ownership of Literacy[a]	1,923	1.53	.74	2,806	2.03	.86	3,016	2.49	.96
F. Generate Compositions[a]	1,987	1.50	.73	2,856	1.95	.85	3,079	2.37	.96
Average Grade 1	3,851	1.54	.70	5,753	2.03	.81	6,124	2.49	.91
Grade 2									
A. Listening and speaking	4,010	1.75	.82	5,650	2.13	.84	5,951	2.57	.88
B. Vocabulary strategies	4,046	1.71	.82	5,696	2.08	.85	6,004	2.50	.91
C. Comprehension strategies	4,027	1.70	.79	5,660	2.09	.84	6,016	2.50	.90
D. Study strategies	4,008	1.71	.81	5,578	2.12	.86	5,859	2.51	.91
E. Ownership of Literacy[a]	2,293	1.78	.84	3,301	2.13	.85	3,510	2.49	.88
F. Generate Compositions[a]	2,408	1.67	.78	3,452	2.03	.83	3,650	2.41	.87
Average Grade 2	4,262	1.73	.76	5,808	2.10	.79	6,112	2.51	.85
Average Title I Schools[b]	13,305	1.57	.71	19,703	2.02	.79	20,888	2.51	.88

[a]Smaller N's for Goal E and Goal F resulted from missing data. Grade 1 and 2 teachers had to write these goals on the rating form, and some teachers failed to do so.

[b]This average includes all Title I schools that implemented the 1995-96 portfolio assessment.

There were some grade-level differences in mean portfolio goal ratings. In the fall, mean prekindergarten (1.44) and kindergarten (1.45) goal ratings were somewhat lower than first-grade (1.54) and second-grade (1.73) ratings. The variance in goal ratings also increased with higher grade levels. It appeared that younger students, on the average, were starting at a lower and more homogeneous level of performance. Interestingly, by the spring there was little differentiation among grade levels with mean goal ratings of 2.47, 2.54, 2.49, and 2.51 for Grades PK-2, respectively. The standard deviations,

ranging from .85 to .91, revealed that the variance in goal ratings was similar across grade levels and had increased from the fall.

Students' mean instructional goal ratings are compared in Figure 1 by rating period and grade level. The information in the figure confirmed that there were only small differences for the mean instructional goal ratings by grade level, and there was a similar pattern of growth across fall, winter, and spring rating periods for all students. On the average, students at all grade levels failed to reach Proficient (3).

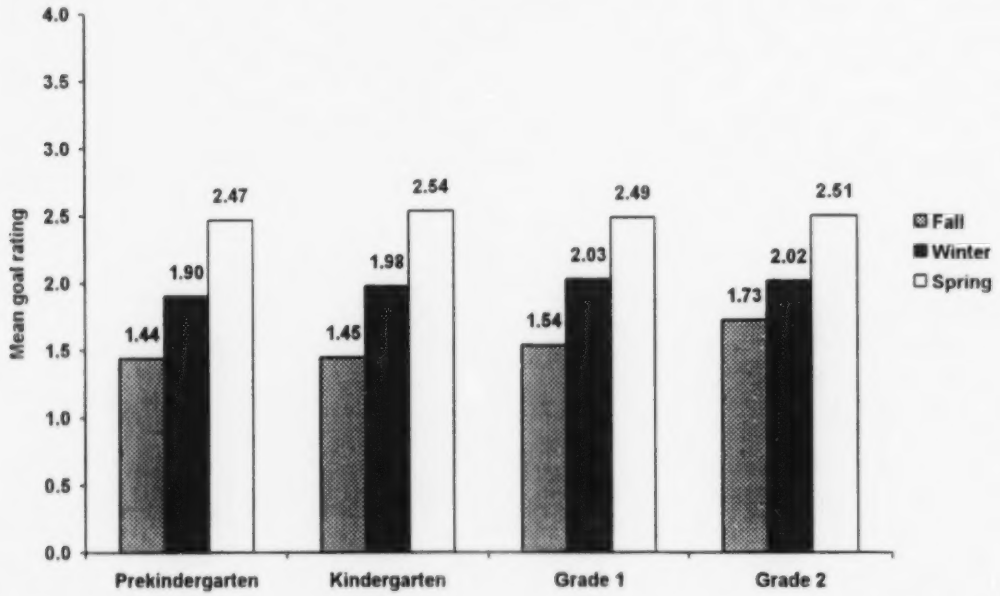

Figure 1. Students' mean instructional goal ratings by rating period and grade level.

The mean percent of Title I students performing at the four developmental levels in the spring are summarized in Table 5. The distribution of portfolio ratings was almost identical across grade levels. The majority of the students received average goal ratings of 2 (Developing) or 3 (Proficient). Approximately one-half of the average goal ratings were 3 (Proficient) or 4 (Distinguished), suggesting that about one-half of the students were performing at, or above, grade-level expectations.

Table 5

Mean Percent of Title I Students Performing at Developmental Levels in Spring 1996 as Measured by Portfolio Assessment Average Goal Ratings by Grade Level

	Below Grade-Level Performance			At or Above Grade-Level Performance		
	Emerging	Developing		Proficient	Distinguished	
Grade	1	2	Total	3	4	Total
PK[a]	16	36	52	33	15	48
K[a]	15	34	49	34	17	51
1[b]	17	34	51	32	17	49
2[b]	13	38	51	34	15	49

[a]Developmental levels as an average of Goals A, B, C, D.

[b]Developmental levels as an average of Goals A, B, C, D, E, F.

Mastery of the Portfolio. The number and percent of Title I students mastering and not mastering the portfolio instructional goals are listed in Table 6.

Table 6

Number and Percent of Title I Students Mastering and Not Mastering the Instructional Goals as Measured by the Reading/Language Arts Portfolio Assessment in Spring 1996

	Number of	Mastery		Non-Mastery	
Grade	Portfolios[a]	N	%	N	%
Prekindergarten	2,094	927	44.3	1,167	55.7
Kindergarten	6,558	3,112	47.5	3,446	52.5
Grade 1	6,124	2,726	44.5	3,398	55.5
Grade 2	6,112	2,706	44.3	3,406	55.7
Total	20,888	9,471	45.3	11,417	54.7

Note. A student achieved "mastery" when approximately 70% of the instructional goals received a rating of 3-Proficient or 4-Distinguished. Portfolios with an inadequate number of documented goals were designated as "non-mastery."

[a]The number of portfolios with spring student ratings. Some portfolios (120) had only fall or fall and winter ratings.

A student achieved "mastery" when approximately 70% of the documented goals received a rating of Proficient (3) or Distinguished (4). Approximately 48% of Kindergarten and 44% of Prekindergarten, Grade 1, and Grade 2 students mastered the portfolio. The total mastery rate was 45%. Portfolio ratings reflected the student's performance relative to a grade-level standard; thus, less than half of the Title I Grades PK-2 students that were assessed with portfolios achieved grade-level proficiency. Nonetheless, even those students who did not master the portfolio goals made gradual progress toward the grade-level standards. The low portfolio mastery percentages indicated that teachers stringently gauged their students' performance relative to established standards. Moreover, the portfolio mastery percentages (44% - 48%) for this sample of PK-2 Title I students were similar to, but somewhat lower than, the district percentage of Grade 3 students who met the passing standard on the *TAAS* reading skills area in 1996 (57%).

Criterion-related Validity of Portfolio Scores

Individual schools' portfolio mastery results and the correlation of students' mastery level with the *ITBS* raw subtest scores and *SABE* raw subtest scores are listed in Table 7. The mastery percentages for some schools represented only the grades and sections implementing the Title I portfolios. The varying characteristics of portfolio implementation in the schools made the mastery scores unreliable for making conclusive school-to-school comparisons.

Mastery percentages varied considerably by school, ranging from a low of 0% mastery to a high of 79% mastery. The majority of the schools' mastery percentages ranged from approximately 30% to 60%. The dependability of a school's mastery percentage was related to the quality of the portfolios in the school, and to the teachers' proclivity to use the scoring rubrics to assess student progress. Certainly, a 0% mastery rate for a school raised concerns about the nature of portfolio implementation. Although definitive school-to-school comparisons could not be made, mastery percentages provided information about the status of portfolio assessment in individual schools and the district as a whole.

Table 7

Number and Percent of Title I Students Mastering and Not Mastering the Instructional Goals as Measured by Portfolio Assessment in Spring 1996 and Correlation of Mastery Level with *ITBS* and *SABE* Subtest Scores by School

School	Number of Portfolios	Mastery N	Mastery %	Non-Mastery N	Non-Mastery %	Correlation of Mastery with Subtest Raw Scores: *ITBS* Word Analysis[a]	*ITBS* Reading Total[b]	*SABE* Reading Total[b]
AA	260	144	55.4	116	44.6	.71	.52	-
AB	107	69	64.5	38	35.5	.31	.74	-
AC	308	0	0	308	100	*	*	-
BA	522	176	33.7	346	66.3	.45	.50	.33
BB	518	240	46.3	278	53.7	.52	.19	.66
BC	443	187	42.2	256	57.8	.30	.35	.57
CA	98	59	60.2	39	39.8	.45	.82	-
CB	180	101	56.1	79	43.9	.65	.51	.55
CC	246	131	53.3	115	46.7	.51	.45	-
DA	298	169	56.7	129	43.3	.24	.62	-
DB	96	32	33.3	64	66.7	.60	.21	-
DC	345	143	41.4	202	58.6	.68	.55	-
EA	176	44	25.0	132	75.0	.45	.63	-
EB	353	162	45.9	191	54.1	.66	.52	-
EC	209	96	45.9	113	54.1	.49	.68	.40
FA	287	78	27.2	209	72.8	*	.59	.41
FB	419	174	41.5	245	58.5	.64	.53	.67
FC	242	117	48.3	125	51.7	.68	.51	-
GA	183	97	53.0	86	47.0	.67	.42	-
GB	299	177	59.2	122	40.8	.63	.52	-
GC	624	218	34.9	406	65.1	.54	.42	.35
HA	185	74	40.0	111	60.0	.63	.60	-
HB	735	305	41.5	430	58.5	.25	.58	.48
HC	247	88	35.6	159	64.4	.53	.49	-
IA	368	205	55.7	163	44.3	.37	.42	.70
IB	102	64	62.7	38	37.3	.59	.46	-
IC	320	110	34.4	210	65.6	.60	.31	.10
JA[c]	0	0	0	0	0	-	-	-
JB	669	274	41.0	395	59.0	.17	.32	.60
JC	430	142	33.0	288	67.0	.38	.60	.41
KA	204	119	58.3	85	41.7	.64	.62	.37
KB	237	164	69.2	73	30.8	.39	.53	-
KC	514	295	57.4	219	42.6	.34	.32	.61
LA	233	151	64.8	82	35.2	.62	.36	-
LB	90	41	45.6	49	54.4	.76	*	-
LC	327	112	34.3	215	65.7	.58	.44	.28

Continued

Table 7 (Continued)

School	Number of Portfolios	Mastery N	Mastery %	Non-Mastery N	Non-Mastery %	Correlation of Mastery with Subtest Raw Scores: *ITBS* Word Analysis[a]	*ITBS* Reading Total[b]	*SABE* Reading Total[b]
MA	425	153	36.0	272	64.0	.45	.40	.24
MB	268	144	53.7	124	46.3	.46	.57	-
MC	250	95	38.0	155	62.0	.51	.69	-
NA	293	150	51.2	143	48.8	.44	.53	-
NB	217	84	38.7	133	61.3	.51	.72	.51
NC	105	69	65.7	36	34.3	.61	.46	-
OA	252	100	39.7	152	60.3	.79	.31	-
OB	514	205	39.9	309	60.1	.50	.52	.24
OC	355	174	49.0	181	51.0	.51	.57	-
PA	356	233	65.4	123	34.6	.50	.35	-
PB	185	114	61.6	71	38.4	.25	.41	-
PC	385	167	43.4	218	56.6	.36	.48	-
QA	425	247	58.1	178	41.9	.58	.47	-
QB	212	102	48.1	110	51.9	-	.27	.56
QC	39	17	43.6	22	56.4	.45	.03	-
RA	447	203	45.4	244	54.6	.28	.34	-
RB	273	118	43.2	155	56.8	.41	.54	-
RC	70	8	11.4	62	88.6	-	-	-
SA	414	211	51.0	203	49.0	.49	.38	-
SB	362	117	32.3	245	67.7	.64	.57	.27
SC	215	76	35.3	139	64.7	-	.52	.79
TA	340	165	48.5	175	51.5	.59	.59	-
TB	193	113	58.5	80	41.5	-.15	.64	-
TC	443	191	43.1	252	56.9	.38	.47	-
TC	450	297	66.0	153	34.0	.69	.60	-
UA	559	215	38.5	344	61.5	.41	.38	.43
UB	62	31	50.0	31	50.0	-	.85	-
UC	248	106	42.7	142	57.3	.44	.61	-
VA	142	47	33.1	95	66.9	.12	.49	-
VB	468	184	39.3	284	60.7	.39	.37	-
VC	262	169	64.5	93	35.5	.22	.57	-
WA	106	84	79.2	22	20.8	.63	.58	-
WC	124	47	37.9	77	62.1	.80	.47	-
XA	155	48	31.0	107	69.0	.33	.51	-
XB	400	230	57.5	170	42.5	.43	.63	.49
Total	20,888	9,471	45.3	11,417	54.3	.47	.47	.43

Note. The "-" indicates that a correlation coefficient could not be computed because of sample size. The "*" indicates that a correlation coefficient could not be computed because all portfolios received the same ratings.

[a]Includes only Kindergarten students with 1996 *ITBS* word analysis subtest scores.

[b]Includes only Grades 1-2 students with 1996 *ITBS* and *SABE* reading total subtest scores.

[c]This school implemented portfolios but did not submit portfolio assessment goal ratings.

Validity of the mastery scores. The validity of the portfolio mastery scores was investigated by examining the concurrent relationship between students' mastery status and related standardized test scores. The point-biserial correlation of mastery level (1 = mastery, 0 = non-mastery) with kindergartners' *ITBS* word analysis subtest raw scores and first and second graders' *ITBS* and *SABE* reading total subtest raw scores are also presented in Table 7 for each school. In 1995-96, portfolios were used in some schools to evaluate the progress of bilingual students; as a result, the relationship between the portfolio ratings and a student's progress in Spanish was relevant for those schools.

Correlation coefficients indicated the strength of the relationship between the teachers' rating of a student's performance on the instructional goals and the student's score on the related *ITBS/SABE* subtest. Although a perfect relationship was not expected, a strong correlation would be logical because the portfolio and the *ITBS/SABE* were measuring closely associated constructs. High positive correlations indicated that students who mastered the portfolio would likely have high scores on the *ITBS/SABE* and that non-masters were apt to have low scores. Negative correlations showed that student mastery was associated with low scores or that non-mastery was correlated with high scores. The correlation coefficient was "0" if there was no relationship between the variables.

The magnitude of individual school correlations between kindergarteners' mastery level and the *ITBS* word analysis subterst ranged from -.15 to .80, with a total correlation of .47. For the *ITBS* reading total subtest, correlations ranged from .03 to .85, with a correlation of .47 for all implementing schools. The relationship between the mastery level and *SABE* were similar to *ITBS*. Correlations ranged from .10 to .79, with a correlation of .43 for all schools that tested students in Spanish. Overall, the results for some schools suggested that there was a strong positive relationship between the students' portfolio mastery and their performance on the *ITBS* or *SABE*, but outcomes varied greatly by school and sometimes varied for different grade levels within schools. On the whole, the correlations provided information about the nature of portfolio implementation at various schools. Negative school-level correlations indicated implementation problems, and that there was considerable variation in teachers' understanding of the portfolio assessment process.

Discussion

Trained monitors visited all 71 schools implementing the Title I portfolio to ascertain that teachers were implementing the portfolio according to guidelines and to provide the necessary feedback and technical assistance for midcourse corrections. The results of the portfolio monitoring were encouraging. Teachers made a good effort to master the process of portfolio assessment, though some inconsistencies were found. Overall, 93% of the portfolios reviewed contained student summaries. The use of interim checks increased from 64% in the fall to 82% in the winter. Student ratings increased from 52% in the fall to 65% in the winter. In spite of the improvement in providing student ratings, the low percentage of winter ratings indicated that there was still a

misunderstanding of the rating process. Work samples were dated and linked inconsistently. Teacher comments were used infrequently. Although teacher comments were not required, the additional information increases accuracy in assessing students' performance. A good variety of work samples was found in the portfolios. Student-generated work samples (e.g., dictated stories, word/sentence writing, creative writing) and diagnostic/evaluative work samples (e.g., anecdotal records, Alphabet Knowledge, high-frequency vocabulary, letter/sound correspondence) were prevalent. Other types of work samples consisted of student art-related work samples (e.g., story illustrations), and affective measures (e.g., reading response). Results pointed to an increasing level of familiarity with the assessment. As teachers become more familiar with portfolio assessment through further training and hands-on experience, the inconsistencies in the implementation should diminish.

The portfolio assessment outcomes reflected the growth and progress of students in the schools, grades, and sections implementing Title I portfolios. The district mean instructional goal ratings for the fall (1.57), winter (2.02), and spring (2.51) showed that students made gradual progress toward grade-level performance throughout the school year. Still, mean instructional goal ratings for the spring indicated that many students failed to achieve proficiency (3.00). Mean goal ratings were similar for Grades PK-2 across the three rating periods. There was little differentiation between students' mean instructional goal ratings for reading-related or writing-related goals. On the average, students performed at similar levels across all goals. The distribution of portfolio ratings for the developmental levels (1-4) were almost identical for the various grade levels. Nearly 50% of the average instructional goal ratings for students were 3 (Proficient) or 4 (Distinguished). This suggested that close to one-half of the students were performing at, or above, grade-level expectations.

Approximately 45% of the Title I students mastered the portfolio in the district (Prekindergarten, 44%; Kindergarten, 48%, Grade 1, 45%; Grade 2, 44%). Mastery percentages in the majority of the schools ranged from approximately 30% to 60%. The portfolio mastery percentages were similar to, but somewhat lower than, the district percentage of Grade 3 students who met the passing standard on the *TAAS* reading skills area in 1996. Portfolio mastery percentages indicated that teachers were stringently gauging their students' performance relative to established grade-level standards.

Because of the varying characteristics of portfolio implementation in the Title I schools, the dependability of the portfolio assessment scores was inadequate for making conclusive student-to-student or school-to-school comparisons. Nonetheless, portfolio outcome data provided valuable information about the status of portfolio assessment in the individual schools and the district as a whole. The correlation coefficients for individual schools further explained criterion-related validity findings. Evidence indicated some high positive correlations between students' portfolio mastery and *ITBS* subtest scores for word analysis and reading. The nature of implementation at individual schools appeared to be a factor supporting the validity of inferences from portfolio assessment scores. Negative correlations indicated implementation problems at the school level.

Based on the data obtained, it was recommended that the Title I Portfolio Assessment continue to be implemented in Grades PK-2 in the 71 schools, and that those schools continue to refine the portfolio assessment process. Additionally, it was recommended that other schools consider the portfolio assessment as a viable, developmentally appropriate, assessment option.

In the future, essential resources must be allocated to support the development of a high-quality portfolio assessment. Appropriate personnel and adequate resources should be identified to develop and print the required teacher's manual and supplemental materials for portfolio assessment. Teachers noted that the manual and supplement, which contained examples of work samples to include in the portfolio, were valuable resources. However, they made the following suggestions: (a) translate tasks into Spanish for bilingual students, (b) create a separate supplement for each grade level (PK-2) with relevant grade-level tasks, (c) provide more examples of tasks/work samples that document and are linked to the goals, (d) provide exemplars, or benchmark performances, that exemplify the developmental levels of student performance.

Teachers favored the alignment of the goals and objectives of the portfolio with the Core Curriculum and the report card in order to eliminate the duplication of teacher effort and confusion caused by different systems. Teacher-developed assessments should be embedded within the Core Curriculum. The use of these assessments should make the portfolios more uniform and systematic across the district. A more systematic collection of student work samples should improve the technical quality of the portfolio by making it more accurate and reliable. Professional development must be provided to improve the quality of portfolio assessment. Instructional specialists with appropriate backgrounds should be trained to provide professional development at the cluster or school level. Ongoing professional development and support must be provided during the implementation of portfolio assessment to meet teachers' needs. Portfolio assessment materials and training must be available for schools at the beginning of the school year to initiate the process. As teachers' needs change throughout the year, on-going support at the school level is needed.

There is a need for continued research on portfolio assessment. Evaluators should continue to examine student achievement as measured by portfolio assessment, the relationship between student portfolio ratings and other academic measures (e.g., *ITBS* scores), and the consequential effects on instruction and learning when teachers implement portfolios. Additionally, evaluation personnel should continue to monitor the implementation of portfolios. On-going monitoring and technical support seemed to minimize teachers' negative affect toward the implementation of a complex form of assessment. In addition, midcourse corrections can be made that minimize implementation problems at the school level. The reliability and validity of the assessment will improve as inconsistencies in implementation diminish.

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Appendix A

1995-96 Title I Reading/Language Arts Portfolio Assessment
Student Summaries by Grade Level

Dallas Public Schools

Portfolio Assessment
Student Summary - Prekindergarten

Student: _____ ID Number: _____
School: _____ Date Enrolled: _____ Date Portfolio Began: _____
Teacher: _____ Previous Teacher in Current Year: _____
Title I Teacher/Instructional Component: _____
English Proficiency: ☐ EP ☐ LEP ESL Instructional Level: ☐ Beginning ☐ Intermediate ☐ Advanced ☐ Transitional ☐ Post Transitional

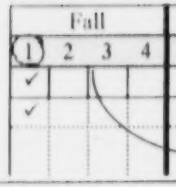
COMMUNICATION DEVELOPMENT	Fall				Winter				Spring			
A. The student will demonstrate vocabulary and comprehension knowledge through listening/speaking and print-related experiences.	1	2	3	4	1	2	3	4	1	2	3	4
1. Attend to adult/peer speakers during individual and group interactions.												
2. Contribute ideas and information during shared reading of literature.												
3. Make predictions of what will happen next or predict story outcomes.												
4. Retell stories, finger plays, rhymes, songs, and poems.												
5. Sequence events in stories orally and pictorially (beginning, middle, end).												
6. Follow simple oral directions.												
7. Express ideas, concepts, and thoughts in complete sentences.												
8. Acquire and use vocabulary related to concepts being taught (colors, positional words, rhymes, etc.)												
B. The student will use print conventions (prereading concepts).	1	2	3	4	1	2	3	4	1	2	3	4
1. Associate print with spoken language.												
a. Distinguish left from right.												
b. Recognize own name.												
2. Distinguish letters, numerals, and symbols.												
3. Recognize some letters of the alphabet.												
4. Recognize numerals and shapes.												
5. Identify messages, words, and letters in the environment.												

Dallas Public Schools

Portfolio Assessment
Student Summary - Prekindergarten (Continued)

Student: _____

COMMUNICATION DEVELOPMENT	Fall				Winter				Spring			
C. The student will write about experiences.	1	2	3	4	1	2	3	4	1	2	3	4
1. Participate by expressing ideas/feelings during shared writing.												
2. Dictate ideas and experiences.												
3. Use pictures and other media to describe experiences.												
D. The student will exhibit ownership of literacy.	1	2	3	4	1	2	3	4	1	2	3	4
1. Show interest in illustrations, environmental print, stories, and books.												
2. Exhibit preferences for favorite topics, rhymes, stories, books, etc.												
3. Participate confidently in shared reading and writing.												
4. Select books for individual needs.												



- ⇨ Rating periods
- ⇨ Circle the appropriate developmental level at the end of each rating period.
- ⇨ Place a ✓in the appropriate rating box next to the performance criterion.
- ⇨ Place a ✓in the appropriate rating box next to the performance subcriterion.

1 = Emerging 2 = Developing 3 = Proficient 4 = Distinguished

Write on the work sample

- the date
- the instructional goal and performance criteria addressed by the work sample (e.g., Goal A1; Goal C1,3)
- specific teacher comments that evaluate the student's performance

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Dallas Public Schools

Portfolio Assessment
Student Summary — Grade One

Student: _____ ID Number: _____
School: _____ Date Enrolled: _____ Date Portfolio Began: _____
Teacher: _____ Previous Teacher in Current Year: _____
Title I Teacher/Instructional Component: _____
English Proficiency: ☐ EP ☐ LEP ESL Instructional Level: ☐ Beginning ☐ Intermediate ☐ Advanced ☐ Transitional ☐ Post Transitional

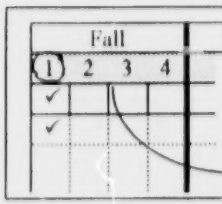
COMMUNICATION DEVELOPMENT	Fall				Winter				Spring			
A. The student will listen attentively and speak fluently.	1	2	3	4	1	2	3	4	1	2	3	4
1. Respond to oral language in verbal and/or nonverbal ways.												
2. Employ active listening in a variety of situations (e.g., following two-, three-, multiple-step directions, gaining information, sharing language experiences).												
3. Demonstrate understanding by retelling, asking questions, and/or contributing information.												
4. Demonstrate understanding of word meaning/language conventions in spoken discourse.												
5. Describe personal ideas, feelings, and experiences in complete sentences.												
6. Retell or recite familiar stories, poems, rhymes, etc.												
7. Give directions and share information accurately.												
B. The student will develop vocabulary to understand written language in meaningful context.	1	2	3	4	1	2	3	4	1	2	3	4
1. Self-monitor while reading orally and silently to derive meaning.												
2. Use semantic (context) and syntactic (language patterns) cues to unlock the meaning of text.												
3. Use knowledge of letters and sounds (graphophonic) cues to decode words in connected text (initial, medial, and final consonants, short and long vowels).												
4. Use structural analysis to unlock unknown words in text (compounds, inflectional endings).												
5. Demonstrate automatic recognition of high-frequency/sight vocabulary to enhance fluency.												
6. Acquire, read, and use vocabulary related to concepts being learned.												
C. The student will use comprehension strategies to construct meaning from text.	1	2	3	4	1	2	3	4	1	2	3	4
1. Respond to meaning in text by relating to prior experience and knowledge.												
2. Identify literal meaning by recognizing details and sequential order.												
3. Summarize information and identify main events by retelling stories.												
4. Identify within-text and beyond-text inferences (predict outcomes, identify cause of events).												
5. Use setting, characterization, story line, or theme to gain meaning.												
6. Express opinions, judgments, or insights about the content of a text (distinguish fact/fantasy).												

Dallas Public Schools

Portfolio Assessment
Student Summary - Grade One (Continued)

Student: _____

COMMUNICATION DEVELOPMENT	Fall				Winter				Spring			
D. The student will develop and use study strategies.	1	2	3	4	1	2	3	4	1	2	3	4
1. Read and follow simple directions.												
2. Locate information by using the parts of a book (table of contents, title page).												
3. Alphabetize words according to the initial letters.												
E. The student will exhibit ownership of literacy.	1	2	3	4	1	2	3	4	1	2	3	4
1. Select and read books for individual needs and interests.												
2. Participate in and contribute to cooperative learning and oral discussions to elicit meaning from written text.												
3. Read, interpret, and respond creatively to literature selections.												
4. Self-evaluate own work, learning, and progress.												
F. The student will generate compositions for a variety of purposes.	1	2	3	4	1	2	3	4	1	2	3	4
1. Select and write about topics by relying on prewriting, experiences, literature, interests, etc.												
2. Write descriptions and narrate events in chronological order.												
3. Revise compositions by creating a first draft and adding information/ideas to the first draft.												
4. Use the conventions of English to produce effective written communication.												
a. Use standard singular and plural forms of regular nouns and regular verbs.												
b. Apply basic conventions of capitalization and punctuation.												
c. Use both approximated and conventional spelling generalizations.												
d. Write legible manuscript letters.												



⇨ Rating periods
⇨ Circle the appropriate developmental level at the end of each rating period.
⇨ Place a ✓ in the appropriate rating box next to the performance criterion.
⇨ Place a ✓ in the appropriate rating box next to the performance subcriterion.

1 = Emerging 2 = Developing 3 = Proficient 4 = Distinguished

Write on the work sample

- the date
- the instructional goal and performance criteria addressed by the work sample (e.g., Goal A1; Goal C1,3)
- specific teacher comments that evaluate the student's performance

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